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EXTENSION SERVICE review

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Reaching Out
to Minorities

The Extension Service Review is for Extension educators—in County, State, and USDA Extension agencies — to help people learn how to use the newest research findings to bring about a more abundant life for themselves and their communities.

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EXTENSION SERVICE review

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CONTENTS	Page
"Respected Elders" offered nutritious food	3
Shopping American style	7
Reaching out to minorities	8
No wooden Indians	10
Inner city — outer limits	12
Speaking out for women and consumers	14
Seeing a need for the blind	16
Contracts for "can do"	18
"The measure of the land . . ." in Montana	20
". . . regardless of race, creed or national origin . . ."	22
People and programs in review	24

Reaching Out to Minorities

A "minority" differs in some way from the larger surrounding population. Often racial or ethnic groups are minorities. The handicapped are a minority. As a group under-represented in the political and economic arenas, women form a minority.

Participation by many kinds of minorities in Extension programs has increased dramatically in recent years because Extension workers—in county, state, and national offices—are making outstanding efforts to inform and involve them, are designing new programs and modifying proven methodology to meet their special needs.

Extension staff are learning through intensified state training, and from more communication with fellow Extension workers, who are themselves members of minority groups. Local agents, closest to the problems, are learning more about cultural preferences of minorities and are finding ways to operate within that framework to improve the delivery of Extension's services.

Theirs are daily efforts, unheralded, rarely publicized. The articles in this *Review* tell of only a fraction of the interesting and unusual methods Extension workers are using to reach minorities today.—*Jean Brand*

敬老營養餐

Headline from Dr. Ho's newspaper column.

MAY-JUNE 1975



"Umm, good!" or the Chinese equivalent is the comment these older citizens appear to be making while downing a 50-cent dinner provided by the Program for the Elderly.

"Respected Elders" offered nutritious food

by
Robert Boardman
and
Catherine Brent
*Educational Communicators
University of California*

William Chin, 70, lives alone in a downtown Los Angeles hotel room.

Although his \$250 social security check barely covers living costs, Mr. Chin manages pretty well. He watches TV on a 16-year-old set. He shops for bargains in the food markets—daily, because he has no refrigerator Buys lots of chicken fat and potatoes And a loaf of bread so he can make toast on a one-burner stove. Peanut butter and jelly are delicacies to go with the toast.

Sundays, the Chinese-American rides a bus to West Covina, a few

miles east of Los Angeles. He takes a walk on a farm there that reminds him of his youth. Bill Chin came to the United States in 1916, found work on a Stockton farm, and was one of the first Chinese immigrant workers to learn to drive a tractor.

Like thousands of his countrymen, Mr. Chin came here to earn what would be considered a fortune when he returned home to live in comfort.

However, the Communist takeover on the mainland made his return impossible. Eventually, he went to live with his relatives in San Francisco. Then he drifted to



UC Nutritionist Genevieve Ho, besides composing menus, goes into the kitchen to observe food preparation. She checks salt content of spinach-and-beef dish prepared by Chef Cherk Hoon Wong.

nutritionist, Los Angeles County.

Dr. Ho said the main nutritional deficiencies of elderly Chinese are calcium, Vitamin A, and protein. She added:

"In the old country they would have had these nutrients. Thousands of Chinese came to this country, especially after the relaxation of immigration restrictions in the late 1960's, and they found some American foods unacceptable. They couldn't afford to buy imported Chinese food. The change in diet detracted from their nutrition and adversely affected their health."

To supply the elderly with Vitamin A, calcium, and protein, Dr. Ho composes menus that include meat and vegetable dishes and a soup made with milk.

Here is a sample menu:

- Chinese mustard greens/sweet-potato soup (Vitamin A)
- Broccoli/beef slices, panfried (Vitamin C, protein)
- Been curd/(ground) fish balls,

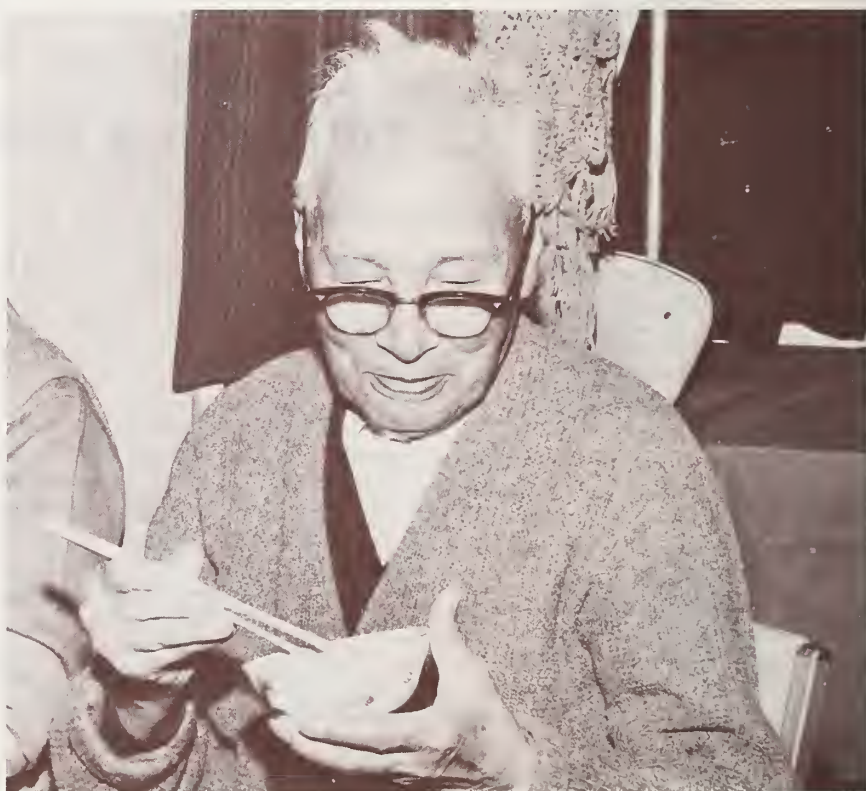
Chinatown in Los Angeles. His health suffered from an inadequate diet. He lost weight.

A year ago things started looking up for Mr. Chin and for many other elderly Chinese-Americans in Los Angeles. The Chinese Committee on Aging, aided by funds from the California Office on Aging, began a program in early 1974 to improve both nutrition and well-being among the senior citizens of Chinatown.

Five days a week, at 4 p.m., Bill Chin joins eight other elderly people in a room set aside for them at the Hong Kong Low restaurant. They take lessons in English, nutrition, and other subjects. But perhaps most important, they receive a five-course meal that provides at least one-third of the recommended dietary allowances for that age group.

One hundred people pay \$2.50 a week for the five meals, and another 250 are on a waiting list.

The person who makes sure that each meal contains the right amounts of vitamins, minerals, and protein is Dr. Genevieve Ho, University of California Cooperative Extension



Oldest participant is Ming Wong Cheung, 93, who takes the bus every weekday to join his friends for dinner.



Dr. Genevieve Ho (standing) pauses at a table to check on reactions to the day's menu.

braised (calcium)

— Green beans/chicken liver, pan-fried (protein, iron)

— Cabbage/pork strips, pan-fried (Vitamin C, protein)

— Steamed rice (B vitamins, iron)

— Oranges (Vitamin C)

Besides supplying nutritious food, the Program for the Elderly is a morale builder.

"The old people stayed behind when their children grew up and moved to the suburbs. Now they live alone in a hotel or a communal hotel-apartment," said Dr. Ho. "The nutrition program gives them a reason to get spruced up, put on their good clothes, and go out. They look forward to meeting old friends."

The actual cost of each meal is \$2, of which \$1.20 is for the food and 80 cents for preparation. The Nutrition Program for the Elderly is supported

by funds from Title VII of the Older Americans Act. The program began in January 1974. Also financed by these funds are the services of a director, a half-time secretary, and a part-time driver for the van that simultaneously delivers meals to 10 shut-ins and picks up those of the remaining 90 who live too far away to walk.

The program is unique, Dr. Ho believes, not only because it meets the needs of people with distinct language and diet problems—but also because, unlike the other 51 such programs in California, it is held in a restaurant.

"The old people are proud to tell their friends that they eat almost every day in a *restaurant*."

Dr. Ho devises a variety of rotating menus, each of which goes far toward satisfying the Recommended Daily

Allowances. The Chinatown newspaper publishes the menus that will be served in the ensuing week. Each menu lists the major nutrients in the foods. The paper also runs Dr. Ho's column on nutrition.

What are some of the results of the overall nutrition campaign? A Mrs. Cheung boasts that she has put on 5 pounds. A Mrs. Woo said her father "hasn't had a cold this winter." A Mrs. Lee: "My mother is feeling peppier now than a year ago."

Naturally gregarious, the Chinese-Americans enjoy the chance to meet with their countrymen and speak their native dialects.

In addition to her work with the Chinese elderly, Dr. Ho trains 25 paraprofessional program aides who work with all races under the Expanded Nutrition Education Program directed locally by Exten-

sion Home Advisor Pauline Gaddy. Their objective is to teach better nutrition for less money.

Program aide Yun Sun Tong goes into Chinese neighborhoods to teach the people to eat the less familiar foods such as powdered milk, broccoli, brussels sprouts, and to get the calcium equivalent of milk in foods such as soybean curds. An especially good source of calcium is bean curd and fish balls with the bone ground in.

Mrs. Tong said many families have been persuaded to use more milk and vegetables and to give more nutritious snacks to the children after school. "And they are eating chicken cooked in milk—unheard of."

Dr. Ho also writes a nutrition newsletter in Chinese. It circulates not only in Los Angeles but in Alameda, San Francisco, and Sacramento counties to the north.

Dr. Ho was born in Shanghai. She was graduated from the University of Chattanooga, Tenn. and earned the doctoral degree at Pennsylvania State University. She has been a

home advisor in nutrition for the University of California Cooperative

Extension, Los Angeles County, since 1970. □



Devising ways to help Chinese-American families eat more nutritious snacks is the specialty of Program Assistant Yun Sun Tong. Eagerly awaiting orange coolers containing powdered milk are Christopher and Benson Chan.



Program Assistant Yun Sun Tong teaches a homemaker how to do comparison buying in a Los Angeles supermarket.



SHOPPING

AMERICAN STYLE

by
Linda Christensen
Extension Marketing Editor

and
Martha Benn, Student Intern
Ag Communications
Michigan State University

Learning the ropes in a strange country can be a traumatic experience. Every year, when students from all over the world come to the United States to study, there are many programs to assist them. But often their wives are left on their own to tackle the intricacies of American grocery shopping, clothes buying, and other day-to-day needs.

Recognizing this problem, a group of Michigan State University (MSU) volunteers asked Extension Home Economist Grace Lang to help them develop a program to make those first few weeks in this foreign country a little easier.

The result — six weekly sessions covering the practicalities of shopping for groceries and clothes, finding thrifty and efficient cleaning products, and making use of public health services — a sort of crash course in American consumerism.

Community Volunteers for International Programs, a committee under the MSU dean of international programs, initiated the idea and contacted the wives of foreign students.

Enter the Extension Service, with

knowledgeable specialists, a few slides, and many pamphlets that could be used for classes. The pamphlets were especially important because of the language barrier.

"Language was only a problem in that we had to go a little slower in explaining things," says Grace. "We tried to have everything in printed form, so if the women didn't understand something, they could get help with reading the material."

Tours were another important aspect of the program. Of the myriad of products on the grocery shelf, how many are really needed to scrub the tub, polish the floors, or keep a clean house? After discussing grocery shopping and cleaning products, the group toured a local supermarket. They also gained an understanding of labeling and unit pricing.

"A tour of public health facilities would also be a good thing in this kind of program," Ms. Lang says. "We talked about how and where to find such services during one session, but actually visiting the building makes it so much easier to return when the need arises."

Both Grace and Lynn (Betty) Robertson, chairperson of the volunteers committee, feel the program was a success. Apparently, the major problem was low attendance — although nearly all the women who began stayed with the program the entire time.

No one is sure whether the program will be run again next fall — not because of problems, but because other organizations may offer the same kind of help.

"The adult education program in East Lansing may initiate a similar program in the near future. Also, the MSU English Language Department offers excellent practical information to foreign wives," Ms. Lang says. "We'll just wait and see if these programs meet the same need before we decide to continue."

Many other university communities might profit from just such a program — and not only for foreigners. The MSU program was open to all student wives, and several American women also profited from the basic consumer education. □

Reaching out to Minorities

by
Marian M. Kira
Program Leader
Cooperative Extension
New York

Equal program opportunity (EPO) in Cooperative Extension means reaching beyond the usual participant groups.

It means reaching community residents — especially members of minority and disadvantaged groups — who have not been served before.

It means engaging them in the whole process of program development, then providing educational resources based on their needs.

Writing EPO plans is easy. The guidelines are clear and your mind and heart tell you what is right. But translating those plans into educational programs is quite another matter.

Where do you start?

What are the needs and interests of "those others"?

What can Cooperative Extension do?

These were questions that prompted a special agent committee in New York State to create a workshop series called *Reaching Out to Minority Populations*. The purpose of the series was to help all Extension personnel meet the challenges of EPO in their counties and improve the climate for social change across the state.

Spanish-Americans, the second largest minority population, were selected for study first because of our difficulty with the Spanish language and their need to maintain language (an essential element of culture) for personal and group identity.

Two workshops, held in June and December 1973, involved about 120 participants, mostly Extension

agents, administrative personnel, and college faculty. Others represented six agencies serving minority populations. Eight special resource persons were invited as speakers.

Getting started in a new direction is often the hardest part because we professionals tend to assume that we already have most of the answers. "You tell us what they're like, and we'll give them programs!" That was one attitude we hoped to change, so the first workshop aimed (1) to increase our sensitivity to minority populations and to our own hangups or cultural biases in relating to them (our experience had been predominantly white, middle class); and (2) to explore points of view and levels of commitment to Spanish-Americans as demonstrated by agent experiences with the Expanded Food and Nutrition Education Program (EFNEP).

In the opening session, maps and charts were used to identify and locate minority populations in the state, county by county. Anthropologist Janet M. Fitchen explained the usefulness of a socio-cultural approach to understanding people and working with them. Then a panel of four agents described their experiences with programs for Spanish-Americans in their counties.

Small groups met over lunch to discuss specific problems of program development and delivery to meet the needs of Spanish-speaking families. They were encouraged to work out solutions to their problems and

report back to the total group later. The film, *Island in America*, was followed by a general session to review and evaluate the day and plan the next workshop.

Program evaluations showed unanimous approval of Dr. Fitchen's talk, a somewhat lower but favorable reaction to the agent panel, and general dissatisfaction with the small group discussions.

Further questioning revealed that agent experience with members of minority groups was considerably less than had been expected. No wonder they were frustrated in the discussion session. Another workshop was needed in order to study Spanish-Americans, their cultural traditions, attitudes, patterns of behavior, and life styles. Spanish language program materials were another problem.

The second workshop featured two panels in the morning session. Three human ecologists provided background information by sharing their experiences as teachers to illustrate the topic, "Socio-cultural Influences on Educational Programs."

The professional panel set the stage for a memorable performance by a panel of residents: two women, a man, and a teenage boy, who held the group spellbound for more than an hour as they told how it feels to be Spanish-Americans living in the United States. Both panels were captured on videotape. (They have been made into 30-minute programs with a new introduction by Dr. Fitchen. See below.)



Contributors to the workshop series review video tapes in the TV projection room.

A survey and evaluation of Spanish language program materials was carried out in the afternoon.

Program evaluations rated both panels excellent for interest and content and the materials review somewhat lower. The resident panel proved so popular that lunch was postponed.

What are the next steps? Additional workshops will be offered to study American Indians, blacks, low-income whites and other target populations.

However, we feel obligated to carry the first two workshops one step further by field testing selected elements at the county level to determine their value for community-wide

affirmative action programming. Major objectives of community-based workshops would be (1) to increase community awareness and understanding of minority residents, and (2) to demonstrate ways of involving minorities in Extension programs as a doorway to fuller participation in the larger community.

For testing, community workshops could be designed around any suitable combination of videotape programs from the workshop series. Five programs are available as videotape cassettes, called *All the People*, Programs 1, 2, 3, 4, 5:

1. Dr. Janet M. Fitchen: "Cultural Diversity: Problem or Promise"
2. Agent Panel: "Points of View

and Levels of Commitment"

3. Dr. Janet M. Fitchen: "Introduction to Panels"

4. Professional Panel: "Sociocultural Influences on Educational Programs"

5. Resident Panel: "Personal Experiences of Spanish-Americans Living in the United States"

Once field tests have been completed and evaluated, the next logical step would be to prepare a demonstration/teaching unit to share with all Cooperative Extension Services throughout the country. Proposals have been submitted to several funding sources and we hope to be in a position soon to offer this EPO model to any state that wishes to try it. □



Verneda Bayless, center, Southern Pueblos Agency Extension home economist was honored recently for her service to Isleta Pueblo 4-H'ers. Making the presentation is Terry Salazar, left, Isleta 4-H leader, and Margaret Salazar, a club member.

No wooden Indians

by
Norman L. Newcomer
Head, Department of
Agricultural Information
New Mexico State University

Isleta Pueblo 4-H'ers aren't going to become wooden Indians! They like their heritage, but they also want to display an interest in the modern world.

Isleta 4-H'ers are out to change the Indian image of the past. They have learned to speak out and make appearances in public. Now they are encouraging 4-H'ers in other nearby Indian pueblos to do the same. The Isleta young people are ready to live, work, and play in today's America.

One reason for the bright outlook is Verneda Bayless, Southern Pueblos Extension home economist for New Mexico State University (NMSU). Other reasons are found among the Indian volunteer leaders, who have guided and encouraged the young people. In the process, these leaders themselves have discovered new-found abilities.

Verneda knows the problems and frustrations of Indian children. A native of eastern Tennessee and part Cherokee, she once exhibited some of the same shyness and inhibitions of many Indian youth of today.

A former 4-H'er and teacher, she knows that Indian children withdraw in a mixed-culture atmosphere for several reasons. Among them, she says, are the fear of criticism; a sometimes poor choice of English words because of bilingual surroundings; a home environment where parents engage in little conversation with their children; and a general attitude that it is easier to be quiet, to think, or to read than to talk and be criticized.

Armed with her youthful experiences, some Indian culture, and her teaching background, Ms. Bayless joined the NMSU Extension Service in 1969. She had yearned for the chance to teach Indians, and with her Extension position with the Southern United Pueblos Agency, she had a great opportunity.

The youth and adults of Isleta Pueblo welcomed her. She made a big hit when the Neighborhood Youth Corps asked her to present three programs at the pueblo. She

surprised boys in the 15- to 18-year-old audience with her knowledge of entomology by conducting a program on "Factors Involved in Providing Food for the Larval Stage of the Pompilidae Wasp." Her other two programs were on the importance of public speaking.

Verneda was so convincing near the end of the program that six Indian girls gave impromptu speeches before the group of 60—an almost unheard-of thing at that time. Another girl volunteered as 4-H leader and others offered to help.

Today, three large pueblo 4-H clubs are led by volunteer adult, teen, and junior Indian leaders. Public speaking only vaguely describes activities now being undertaken by pueblo youth and adults, but that's how it all started.

There had to be a beginning. For that start, Verneda turned to Keith Austin, now an NMSU Extension State program leader. Austin conducted a series of leadership workshops at the pueblo on public speaking, working with groups, and recreational leadership. A fourth workshop brought it all together in a review session, and participants in the previous workshops gave impromptu speeches.

4-H leaders, Boy Scout leaders, Neighborhood Youth Corps participants, Extension club members, and 4-H club members attended the workshops.

Ms. Bayless built on Austin's work during her regular meetings with pueblo adults and youth, and they began volunteering to give speeches. Austin stepped back into the picture to help pueblo women prepare for an early 1972 conference of the North American Indian Women's Association.

Interest and confidence were building in both adult leaders and youth. As Verneda put it, "The result of these leadership and public speaking sessions has been great."

In early 1972, Ms. Bayless suggested that Isleta youth could encourage those in other pueblos with

public speaking and public appearances. With that in mind, she developed a basic program to be used by Isleta 4-H'ers in nearby pueblos, which included presentations used in district 4-H contests.

The 4-H'ers practiced many hours. It was also a year of learning for adult leaders. Indian culture was being mixed with traditional 4-H programs. Ms. Bayless also helped the Isleta youth develop program segments using Indian sign language.

An unexpected opportunity arose when the youth were given spots on the program of the Western 4-H Leaders Forum in the spring of 1973. Isleta Pueblo was also selected as one of the tour stops for those attending the forum in Albuquerque. This forum served as an enthusiastic kickoff for a year filled with public appearances.

During the forum, Isleta youth presented "The Lord's Prayer" in Indian sign language as part of a devotional service. They gave speeches and did Indian dances. Adult leaders from Isleta and several other nearby pueblos served as tour guides. Verneda helped leaders prepare for the tours.

The public speaking and public appearance program, besides its obvious benefits, is having other good effects. A junior high school counselor says 4-H'ers enrolled in this program have the top grades among Indians at the school.

Perhaps the best testimonial comes from the youth themselves. Remarks from Patricia Lucero, an Isleta 4-H'er, are typical. She says:

"I'm glad that I took public speaking. I like it a lot. I used to be shy at school, but I'm not afraid now. I don't mumble. I went into the 4-H contests saying, 'I can do it if I put my mind to it.' I have new friends from going here and there, and I have higher grades. I'm helping with a class newspaper."

To those who know of the problems confronting Indian youth, Patricia's words translate into — PROGRESS! And with their new skills — their new confidence — there will be no wooden Indians at Isleta. □

Inner city Outer limits

by
Mary B. Jones
Staff Writer
Communications Center
Cook College
Rutgers University



Training for the wilderness.

For an inner-city kid, used to crowds and traffic and buildings, a night in the country can be eerie enough.

Multiply that.

Imagine 2 days and 2 nights all alone, staying in one spot on a mountain, with no one to talk to but the squirrels.

With nothing to do but build your fire and cook your meals — and think.

That's what is happening, in a startling 4-H program for Newark teenagers who have had one brush with the law and who, if the experience and followup efforts work as well as indicated, won't have another.

"It's a way to take a look at yourself, and to turn some things around," explains Chester R. Smith, program administrator for the Newark 4-H Youth Development Program, who heads the novel project.

Dramatic as it is, the wilderness experience is just the starting point for a 2-year program of counseling and assistance, run by Cook College's Cooperative Extension Service 4-H staff.

Called "Project 4-H Outer Limits," the program is aimed at keeping first offenders from becoming "repeaters."

So far, the project has been so effective that the Newark City Council, which sponsors it, has requested a major expansion.

"We only got started last spring, and we expected to have a high proportion of kids dropping out in a program like this," Smith says.

"But when we looked at the figures on repeated arrests, we were surprised. Only 2 youths had been arrested again, out of the 204 we took in during the first 3 months. City Hall was really impressed — that's a very low repeat figure, compared to what usually happens."

The project is financed through the State Law Enforcement Planning Agency.

First offenders, aged 14 to 17, enter the program with a background ranging from auto theft to breaking and entering.

Juvenile courts may refer teenagers to the project directly, requiring participation as part of the terms of probation, but most are referred by agreement with their probation officers.

The program begins with a thorough physical checkup, and interview sessions with the teenagers and their families.

Then the teenagers, in groups of 12 to 20, enter a 10-day training course where they improve their physical fitness and learn outdoor skills by hiking and canoeing in city parks, studying harmful plants and animals, and going on an overnight camping trip. Their leaders are 4-H youth specialists who combine a knowledge of the ghetto with experience in outdoor living.

After this preparation, the young people begin their wilderness experience — a 2-week stay in the woods, at Stokes Forest or in the mountains of Connecticut.

"When the van pulls away and leaves a dozen inner-city teenagers there in the forest facing a whole set of problems they've never tackled before, that's a real cultural shock," Smith says.

The young people cook all their own food, take a 50-mile hike, go mountain climbing, and learn how to care for themselves in the forest.

The climax of the program is the last 2 days, which each participant spends completely alone.

"They're brought to a particular territory — then told, for instance, to stay between this tree, that boulder, and the lake over there — and just look after themselves," Smith says.

There are safeguards of course. Each participant has a flag to fly in case of real trouble. The head counselor makes regular safety checks, but he takes care to stay out of sight during these visits. For the teenager, the experience is one of complete solitude.

"Alone in the wilderness, kids have plenty of time to think about their lives — past mistakes, recent accomplishments, future goals. They gain perspective and, when they come back, they're openminded and



Exploring the environment.

ready for something new," Smith explains.

What do they talk about when they first return to human company?

"Usually they talk about their parents, about family relations, and how much they miss home," Smith says.

"Then, they begin to talk about themselves, and what got them there — who were they trying to hurt?" They begin to recognize other alternatives.

"They see they can master complex skills totally unrelated to anything in their past experience," he says. "They see they can achieve difficult goals through perseverance and cooperation with others."

"Since these are the very qualities needed if kids are to break out of the behavioral traps that got them into trouble in the first place, our next job is to help them transfer these behavior modifications and attitude changes to their everyday lives."

The 2-year followup program, an example of 4-H's adaptability to urban needs, involves the teenager's whole family. 4-H guidance experts help each participant decide on goals and realistic ways to achieve them.

Assistance ranges from medical treatment or psychological therapy to vocational training. The young people are helped in completing high school or gaining an equivalency diploma, and are encouraged to use many other social and educational services.

The full measurement of the

program's success will come when the earliest "graduates" complete the 2-year project in the spring of 1976. Meanwhile, hopeful prospects are illustrated in Smith's description of two especially difficult youths:

"From the first day they were troublemakers, mocking everything and constantly making smart-aleck remarks.

"However, as the program progressed, they changed. They began to compete with other boys to see who could walk farthest without complaining, who could do the most pushups, who could come out on top in a first-aid test.

"They began to seek attention in a positive rather than a negative way, and to see that they can influence others through leadership — not just through force," Smith says.

When the time came for their wilderness experience, Smith continues, things were more difficult than usual — it rained 7 out of the 14 days they were there.

"Those two boys held the whole group together. Because of their high morale and their ability to communicate it to others, a potential disaster turned out to be a very successful session," he says.

"That's the kind of change we hope to build on, with them, and with a lot of other troubled kids who need a second chance." (This article first appeared in *RE: SEARCH*, publication of the New Jersey Agricultural Experiment Station. Fall, 1974.) □



Kathryn Clarenbach and Helen Nelson exchange a few serious words on the subject of credit bias against women.

Speaking out for women and consumers

by
Jeanne Rudolf Weber
*Specialist, Office of
Program Information
University of Wisconsin-Extension*

Kathryn Clarenbach and Helen Nelson of University of Wisconsin-Extension (UWEX) were espousing the causes of women's rights and consumer protection long before the topics were this decade's front page news, and their work has gained the dynamic duo national and state responsibilities in their fields.

Dr. Clarenbach, an associate

professor of political science, is based in UWEX Women's Education Resources unit, charged with expanding opportunities for all Wisconsin women, especially those who are disadvantaged.

Ms. Nelson, professor of economics, is director of the UWEX Center for Consumer Affairs, pledged to focus attention on consumer

education. The two educators share many goals.

"We are both concerned with the development of a genuinely democratic society," says Kay Clarenbach. "To that purpose we program to help individuals gain a voice in the decision making of the wider society, and subsequently, greater control over their lives."

UWEX, with its outreach mission and flexible structure permits the housing of the Governor's Commission on the Status of Women in the Women's Education Resources unit.

In one recent program, the Women's unit, the Governor's Commission, and six institutions of higher learning put together a series of conferences to explore the economic plight of the homemaker who does not work outside the home. It provided meeting places convenient for women in different parts of the state, a variety of expertise, and liaison with a state-based organization which could initiate action for change.

The comparison of the housewife's work, without pay, to jobs with built-in economic protections, revealed the stunning inequities under which the homemaker labors.

"The conferences have led to the recommendation of legislation that would provide the homemaker with some of the accepted advantages of outside jobs, such as tax relief, social security, and health insurance," Kay says.

"Women in Apprenticeship" was a 3-year UWEX cooperative program, with the state department of industry, labor and human relations.

"The goal was to increase apprentice opportunities for women, helping them gain entree into fields heretofore 'closed' to females.

"It is not enough to provide women with training and the *hope* of work. We need to create an environment that will make it possible for them to *find* work and succeed at it. We need to break down discrimination, help women improve their self-images with the realization that they have potential in the job world, provide day care centers and do other things that will bring them to the level

men have enjoyed," Kay says.

She set up a conference at the University of Wisconsin that led to relaxation of some of the barriers to women entering graduate schools.

Her office also provided educational assistance to the Conference of Women of the AFL-CIO in its study of the Equal Rights Amendment, and to the women of the Great Lakes Inter-Tribal Council as they explored ways to gain better control of their lives. She helped prepare Wisconsin's affirmative action executive order.

Key has served for 10 years as chairperson of the Wisconsin Governor's Commission on the Status of Women. She chaired the national organizing conference in Washington, D.C., of the National Women's Political Caucus.

She helped organize the National Organization of Women (NOW), and is currently on NOW's national advisory board along with Congresswomen Bela Abzug and Shirley Chisholm, Betty Friedan, and Gloria Steinem.

Helen Nelson through the UWEX Center for Consumer Affairs, has been directing part of her efforts in consumerism to helping women realize the potential of their collective impact on the marketplace.

"Homemakers make the majority of the decisions on how income shall be spent," she says. "A tremendous number of women are independent wage earners — able to buy homes, cars, and other high-cost items that only men could afford a few years ago. Consumers are no longer just a bunch of angry housewives, but comprise a growing cadre of professionals in this new field."

Helen acknowledges no sacred cows in addressing such groups as the American Bar Association, the American Medical Association, manufacturers, union members, librarians, and mass media.

At the meeting of the Health, Education, and Welfare Secretary's conference on the Implementation of a National Blood Policy, Ms. Nelson was outspoken: "It's hard to explain to consumers why there is no rational

relationship between the cost of this product (blood) and the charges they are paying for it . . . Why should a blood bank consumer today become a conscripted donor next month?"

Consumer credit has long been Ms. Nelson's concern. "The consumer has been the victim of misrepresentation of true interest rates, excessive rates, and improper denial of credit," she says. The Center sponsored a consumer credit seminar, with a roundtable of national experts discussing the Federal Government's legislative, judicial, and administrative role in consumer credit.

Ms. Nelson has served two terms as president of the Consumer Federation of America (CFA), an organization made up of 200 consumer groups totaling some 30 million members.

She feels that it's important for people to realize that they can and should have input into those things that touch their lives.

Workshops have offered skill-training for consumer leaders of co-ops organized to provide their members with auto repair, day care, food, health services, and transportation.

More than 4,000 persons attended a Community Health Fair that the Center co-sponsored, and were offered the opportunity for free dental, vision, and hearing screenings and high blood pressure and TB tests. More than 80 health agencies participated.

Ms. Nelson is currently president of the Consumer Research Foundation and vice president of Consumer's Union.

She was recently elected to the board of governors of the American Stock Exchange in New York, to which she brings the consumer's viewpoint.

"But the greatest sense of accomplishment comes from seeing citizen consumers organize to advance their interests, educate themselves in the issues, learn the necessary skills and effect a change for the better in their consumer rights," Ms. Nelson says.

This belief is shared by Kay Clarenbach in her work for the advancement of women. □

Seeing a need for the blind

by
Elizabeth Fleming
Information Specialist
Extension Service-USDA

Ever wondered what it's like to be blind? How would you boil water safely, remove foods from a hot pan, carve meat? What would it be like to eat a meal when you can't see?

Volunteers enrolled in a unique Arizona course have learned what it's like to be blind. Their training was provided through the efforts of the University of Arizona Extension Service and the Arizona Department of Economic Security Section on Rehabilitation for the Blind and Visually Impaired.

Now known as resource aides, the 16 graduates of this new program specialize in teaching food preparation skills and cosmetology practices. They help blind homemakers learn how to measure hot and cold liquids, cut and slice foods, use range tops and other appliances, and perform other tasks. The aides learned how to apply makeup so that they could help blind homemakers apply it. "This has proven to be a great morale booster," says one aide.

Arrangements worked out through the American Foundation for the Blind provided expert trainers from two cooperating companies. Every trainee practiced skills both as a blind learner and as a teacher.

In addition to these skills, the resource aides also learned about the causes of blindness, attitudes toward



Arizona resource aides learn what it's like to be blind and prepare a meal.



blindness, and what services are available to the blind. An important part of their job is to refer blind people to rehabilitation services and introduce often socially isolated blind people to sighted groups. Extension homemaker clubs, for example, are now involving blind homemakers in their educational programs.

Sometimes resource aides succeed where others fail. A professional rehabilitation worker, for example, was unable to convince a Mexican-American husband that it was safe to teach his blind wife how to do housekeeping chores. As a result, this homemaker was an invalid. But, a Mexican-American resource aide finally persuaded him to approve the training. Now the blind homemaker leads a more active, independent life.

The resource aides are usually local residents with special concern for their community. Many already have established contacts with social agencies so it is possible for them to locate hard-to-reach blind homemakers.

Diabetes and blindness sometimes go hand-in-hand. On some Indian reservations, the problems are severe. Five of the resource aides are Indian. One aide's father is blind and she realized during her training that she hadn't spent enough time visiting with him. "I provide meals and do things like that," she said, "but I don't talk enough with him."

Extension is encouraging the new resource aides to train others to help them do their job. Now, six of Arizona's 14 counties have at least one resource aide. As the program continues, Arizona Extension hopes to have resource aides in all counties helping the blind lead more active, satisfying lives. □

Contracts for "can do"

by
Mary K. Mahoney
Associate Editor
Texas Extension Service

"I Can Do" is more than a feeling of personal competence. It is a project. For more than 525 Galveston County, Texas, youth it provided skills and abilities to do a job.

These young people, assisted by adult leaders, participated in the Galveston County 4-H Youth Development Project conducted by the Texas Agricultural Extension Service and funded by a grant from the Moody Foundation.

Members of the project, which officially ended several months ago,

came from Texas City, LaMarque, and Galveston. They ranged in age from 9 to 19 years, with each member enrolled in one or more of 16 activities. Projects included clothing, terrariums, bicycle safety, foods and nutrition, citizenship, consumer education, arts and crafts, child care, money management and others.

The 4-H Subcommittee of Galveston County initiated the project to provide the young people from Galveston and Texas City with unique and meaningful 4-H ex-

periences. "It also helped test effective methods for working with these audiences," says Barbara Harp, county agent and coordinator of the project.

The project work began with recruiting volunteer leaders from civic and service clubs, local homes, and colleges. Following small group and individual training sessions, these volunteers helped boys and girls prepare "performance contracts" describing what they wanted to do and learn.



Roy Frenchwood (left) of Galveston works with two youths in a bicycle project. An important aspect of the procedure in the 4-H Youth Development Project was the "doing" part where members fulfilled their performance "contracts."

"The contracts were tremendously helpful in evaluating how well the youth had achieved their learning goals," Barbara emphasized.

Following the initiation of the performance contracts, the members and leaders selected activities that would help the youths learn to do the things identified in the contract. After successful experiences in the "action" or "doing" part of the program, members evaluated the results with their leaders.

"When members were successful, they were recognized and rewarded for their accomplishments. Galveston youth received awards trips or gifts, while youth from Texas City received symbolic awards such as certificates for their efforts. The two forms of recognition appeared to work equally well, according to results of the evaluation," Ms. Sharp said.

The formal evaluation revealed that youth participating in the project gained substantially in self-esteem and showed an increase in competence and ability.

"This project was conducted to demonstrate that the learning climate for disadvantaged youth can be improved," says Ms. Sharp.

A number of the young people have enrolled in traditional 4-H Clubs. Many are now enrolled in the Mt. Calvary 4-H Club of Galveston, Central 4-H Club of the Community Action Council of Galveston, and other groups. The Texas City project group, under the leadership of Juanita Washington, has joined the Woodland 4-H Club of Texas City, and still other project groups are planning to enroll in new activities.

"Results from the Galveston youth development project tests provided background for the 'Design for Discovery' procedures now being used statewide. These involve use of a contract, planning guide, and self-evaluation," says Dr. Warren Mauk, 4-H and youth specialist.

Many parents have noticed a change in their children — a result of participating in the project. And the youth were pleased and even surprised at the results of their work. □



Learning how to use a sewing machine correctly—and to create school clothes—gave this teenager a sense of personal competence.



Ms. Ramirez (left) of Galveston shows a group of 9- to 11-year-old project members how to thread a sewing machine and adjust it properly.

"The measure of the land . . ." in Montana

by
Marilyn Wessel
*Information Specialist
Cooperative Extension Service
Montana State University*

"The earth was created by the assistance of the sun, and it should be left as it was . . . The Country was made without lines of demarcation, and it is no man's business to divide it . . . The earth and myself are of one mind. The measure of the land and the measure of our bodies are the same . . ."—Chief Joseph

Wyola, Lodge Grass, St. Xavier Mission, Lame Deer, Fort Smith, Crow Agency — the names roll off the itinerary like whistle stops on a campaign tour.

And whistle-stopping is pretty much what Robert Weber, Extension agent for the Montana Cooperative Extension Service, does when he goes on tour with his annual conservation education program.

Weber, cooperating with the Bureau of Indian Affairs (BIA), the Soil Conservation Service and the Bureau of Sports Fishery, is demonstrating to the children of the Northern Cheyenne and Crow reservations just how crucial and fragile their land resources are.

They do the job with comic books, movie projectors, slides, field trips, and some diplomatically placed helpings of ice cream and lemonade. The whole package is called "Youth and Our Environment." In 4 years' time, Weber estimates they have reached more than 2,565 reservation children.

Weber and Eugene Lambert, BIA soil conservationist, began their conservation program in cooperation with the reservation schools in 1971.

After some experimenting, they developed a format that includes fast-moving visual presentations followed by discussions aimed at giving the youngsters a feeling they play an important part in the conservation of their land.

These programs are usually scheduled for February to supplement the schools' regular science lessons.

In May and June, most of the

students take a field trip that illustrates their classroom work. These field trips emphasize soils, forestry, wildlife, and water. Weber and his corps of cooperators present a few cogent points at each site.

"We tried full-day field trips and found they were much too long; now we present our field program in half a day with much better reception," Weber said.

Weber realizes that the children of the Northern Cheyenne and Crow reservations are living in areas due for considerable ecological change. Both reservations are situated above rich, unmined coal deposits.

"We have shown the children films on coal mining and they are very perceptive," Weber said.

They ask questions like: How will the land be put back when the miners are finished? Will the animals survive?

"We always present our informa-

tion in a way that kids can deal with and, of course, we try to give them a balanced picture too," Weber said.

The conservation education programs are done by teams. A BIA soil conservation aide works with the youngsters on the problems of breaking the ecological chain of life, while someone else sets up the first visual. Another educator might lead the discussion on each of the main points.

In preparation for the program, Weber put together a comprehensive list of available films and slides suitable for conservation education. These, plus a report on the conservation education program, are available by writing to Dr. Lloyd Pickett, 215 Extension Building, Montana State University, Bozeman 59715.

The list includes an annotated entry on 76 visuals and an evaluation ranging from "good" to "the very best." Weber also notes the length of

each film and its distributor.

He reports that the reservation school officials are enthusiastic about the program and have encouraged Extension to continue it.

Pickett, supervisor of the Indian program for the Montana Cooperative Extension Service, is very interested in the conservation venture.

"Of course, Indian cultures differ in their traditional view of the land, but in many ways the 20th century has subjected us all to common conservation problems, making this kind of program even more vital," he said.

Weber spends from 10 to 15 days a year on the conservation program, and he thinks it is time well spent.

"I've been working on the reservations for about 15 years now, and I've seen a big change in attitudes among the Indians, particularly in their concern for the well-being of their land." □



The soil strata on the Crow Indian reservation tell the history of the land for centuries long gone. John Parker, SCS soil scientist, shows the sixth graders how the soil must be cared for.



Teens at the leadership camp.

**“ . . . regardless of race, creed
or national origin . . . ”**

by
Marjorie Groves
*Assistant Extension Editor
Iowa State University*

Yes, the courts created the opportunity for equal chance at top positions. But, as a teen in a special Iowa 4-H project put it, “White men have always been leaders and their kids become leaders. We blacks need to be made into leaders.”

The Iowa 4-H camping center sees thousands of young people each summer, but one session was unique. It focused on black potential; all campers were black and all staff, but one co-director, were black.

Why have a camp for just one race? “There are many leadership training

programs for youth, but most haven’t focused on the issues prevalent among blacks—housing, discrimination in schools, and the general attitudes of whites about black youth,” said Willis Bright, camp co-director.

Maury Kramer, the other director and assistant state 4-H leader, added, “Extension has long helped kids learn problem solving, community action, and self discovery. This time we adapted the principles to these future needs of the black community.”

The 42 campers came from seven

cities. They varied in income level, school background, and leadership experience.

The week-long workshop was a joint project of Title I (U.S. Office of Higher Education) and the Iowa 4-H and Youth program.

Months before the camp, Bright and Kramer, along with county Extension youth staff, contacted agencies serving minority youth. This was the first time some Extension members had met their counterparts in school programs, YMCA, social service groups, or Neighborhood Youth Corps.

Many of these agencies, including Extension, agreed to hire some teens for the summer on their return from the leadership workshop.

"We wanted specific groups the youth could attach to when they went home," Bright said. "We tried to get jobs for them in human services, but not just the jobs young people usually get. We wanted them to get in on the planning and organizational areas of an agency."

The camp setup was designed to teach this leadership. Each day's schedule included a "community meeting." It was definitely "one person, one vote." Counselors had no more say than campers. They all hashed out whatever bothered them—schedule, food, or philosophy. The campers grew confident at speaking out before a group, learned to abide by decisions, practiced "Robert's Rules," and developed group strength.

"These community meetings were like city council or school board meetings where decisions that affect a lot of people are made. We all have disagreements but deal with them through voting and parliamentary procedure," observed a Waterloo camper.

Another popular camp feature was the evening "speak out." Each night someone, usually a counselor, presented a short talk on a potentially controversial topic, for example: the black woman, love and sex, black teachers, or leadership qualities. Then five teens were selected at random to give their views.

A Burlington camper said, "I just hate talking in front of groups. But when I got picked to give my opinion, I had to get my thoughts together and express myself."

Throughout the week, the young people grouped and regrouped for workshops. Topics ranged from tips on multimedia presentations, to assertiveness training, to creative activities for children.

Workshop leaders came from Extension, the political scene, civil rights offices, youth agencies, and the ranks of the campers. The majority were black. A Waterloo camper led

her new friends in swinging, slinking, jumping, and bending. Her workshop on modern dance was a good way to release inhibitions and pent-up energy.

These moments of strenuous physical activity were breaks in the mental sessions. "The camp is oriented to letting these young people know the resources in themselves and their communities that would help them solve problems," said Bright.

"Youth from each town selected a community problem to work on," Kramer said. Several chose the need for youth facilities or a black culture center. One wanted to get black courses started at the high school.

"We need a better program at the youth center in Sioux City," a camper said. "It closes early and doesn't have much for kids to do. We're looking at the history of the problem and studying census data for our area. We hope to talk to community leaders like the Man on city council or school board. A good

center could prevent things, like drug use, from happening because it would occupy kids' time."

Friday, the last day of the camp, community leaders from the campers' towns came out to hear the teens' proposals. City council members, mayors, and school board members sat on panels.

They weren't easy on the young people either. "They asked about the same questions and responded in about the same way as power groups back home," said a camper. "It was good practice."

Now, several months after they've returned home, the youth vary in how much they've been able to implement in their towns. Fort Dodge teens are negotiating for use of an empty school as a community center. Cedar Rapids students will be able to attend black courses in the fall, and the Sioux City center has agreed to expand its program with the campers' help. That's a big return from a single camp session! □



Catherine Wells makes a point.



people and programs in review

ENERGY—Use It Wisely Around the Home

That's the name of a new slide set and filmstrip showing how families can conserve energy and energy costs. Slide sets may be ordered for \$18.50 from Photo Division, COMM, USDA, Washington, D.C. 20250. Filmstrips are available for \$11.50 from the Photo Lab, Inc., 3825 Georgia Avenue, N.W., Washington, D.C. 20011.

Recommended Tomato Canning Procedures

A recent problem in home canning tomatoes is the acidity variation, which affects the quality and safety of the canned product. Some states have recommended adding the following to tomatoes and tomato juice to reduce spoilage and protect against botulism: *Citric Acid U.S.P.*— $\frac{1}{4}$ teaspoon per pint; $\frac{1}{2}$ teaspoon per quart. Add citric acid at the same time salt is added in canning the tomatoes. Citric acid is a uniform and reliable product for strengthening acidity. You should order it from your local druggist a few days before needed.

Also, a new slide set and filmstrip titled, *Home Canning: Do It Safely*, giving step-by-step procedures for home canning of fruits and vegetables, is now available for purchase from USDA. Order the slide set, price: \$18.50, from Photo Division, COMM, USDA, Washington, D.C., 20250. The filmstrip is available for \$11.50 from Photo Lab, Inc., 3825 Georgia Avenue, N.W., Washington, D.C. 20011.

Extension Employee Honored by Civil Service Commission (CSC)

Edward V. Pope, ES-USDA human development and human relations specialist, was recently chosen to receive one of CSC's 10 Outstanding Handicapped Federal Employee Awards for 1975. A Government employee for 30 years, Mr. Pope has been with Extension 28 years. He is one of only four USDA employees ever to receive this Government-wide award.

Rural Development (RD) Short Course Offered

The North Central Regional Center for RD will offer its second short course of intensive training in non-metropolitan development Sept. 22-Oct. 3 at East Lansing, Mich. For additional information contact Paul Gessaman, Extension economist, University of Nebraska, Lincoln 68503. Phone: (402) 472-3401.

Farm and Home Safety "Corners"

ES-USDA is sending states camera-ready copy of "Safety Corner" drawings for each month's emphasis theme. These are in sets of four—useful with the media in your safety campaigns. This copy is part of a cooperative effort between USDA and the National Safety Council to make farmers and the public safety conscious every month rather than only during National Farm Safety Week (July 25-31 this year).

Delaware Looks to Tomorrow

Governor Tribbitt of Delaware recently appointed two Extension staff members to the state's Tomorrow Commission, which will explore land use and community development, economic development, and cost of public services. Dan Kuennen, area Extension CRD specialist, is vice chairperson of the land use and CD group. State Extension CRD coordinator Jerry Vaughan will head the economic development group.

Operation Matchup

Interested in a sabbatical or study leave abroad? Recently AID (Agency for International Development) asked ES-USDA Office of International Extension (OIE) to help match up interested Extension workers with agencies needing their services. Already 50 applications have been mailed to each of 200 AID, FAO, and Peace Corps addresses overseas. For a Sabbatical/Study Leave Interest Inventory or more information, write Dr. W.H. Conkle, Assistant Administrator, OIE, ES-USDA, Washington, D.C. 20250. (202) 447-3691.